

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some points related to this research including: Speaking, teaching speaking, kinds of puppet, the use of puppets in telling story, telling story and scoring of speaking performance.

A. SPEAKING

a) Definition of Speaking

Speaking is interactive process of constructing meaning that involves producing, receiving and processing information. Many people said that speaking is the activity of paying attention to give information to other people. "Speaking is having conversation by using specific language" (Helen, 1987:211). In expressing speaking we can see the children who use language, they can express emotion, gestures, explore the language and make fun in their speaking. So they expected be able in speaking English language.

According to the Oxford Advanced learner's Dictionary, "speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc." while speech means the power of action of speaking; a manner or way of speaking.

In other side, Speaking is the verbal of language to communicate with others. Its function is to convey message which lies in structure and meaning of all languages, whether it is written or spoken (Fulcher, 2003:23). As we know, spoken language and written language are different in many ways. The divarication are:

Table 2.1. The differences between spoken and written language

Spoken Language	Written Language
<p>Auditory</p> <p>Temporary; immediate reception</p> <p>Prosody</p> <p>Immediate feedback</p> <p>Planning and editing limited by channel</p>	<p>Visual</p> <p>Permanent; delayed reception</p> <p>Punctuation</p> <p>Delayed or nor feedback</p> <p>Unlimited planning, editing, revision</p>

From the comparison between them, we can see why the people who learn a foreign language largely from textbook often sound bookish when they speak.

In other hand, Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Chaney in Kanyi (2006) adds that Speaking is the process of building and sharing meaning through the use of verbal and non-verbal

symbols, in a variety of contexts. It means speaking is interaction between speakers with a listener.

Meanwhile, Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak.

Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

If students want to speak English fluently, as Harmer (2001) says: "They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language."

Penny Ur (1991:201) says that Characteristics of a successful speaking activity;

1. Learner talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

b) The Basic Types of Speaking

According to Brown (2004), there are five basic types of speaking:

1. Imitative; It performs the ability to imitate a word, phrase, or sentence.
2. Intensive; It performs the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
3. Responsive. It is included the ability to perform short conversation, standard greetings and small talk, simple requests and comments.
4. Interactive. Its' characteristics are same as the characteristic of responsive, but the difference between responsive and interactive

speaking is in the length and complexity of the interaction, which sometimes includes multiple participants.

5. Extensive (monologue). Extensive are oral production tasks including speeches, oral presentation, and story telling.

c) Components of Speaking

In speaking we have to attend with the component of speaking. In order the listener can understand well about the speaker tell about. Harris (1974: 81) Five Components Of language that influence speaking ability. They are:

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word and it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Hornby (1995: 928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. Nunan (1999) states that pronunciation still obviously influences by L1 though clearly intelligible.

Harmer (1991:11) said that user of language must know how to say a word that is how to pronounce it. According to Manser (1995:133) pronunciation is a way in which a language and word are

spoken. Pronunciation is made up three areas; sounds, stress and intonation.

- a. Sound is some thing that is heard. In physics, sound is a vibration that typically propagates as an audible wave of pressure, through a transmission medium such as a gas, liquid or solid. In human physiology and psychology, sound is the reception of such waves and their perception by the brain.
- b. Stress is relative emphasis or prominence given to a certain syllable in a word or to a certain word in a phrase or sentence. The stress placed on syllables within words is called word stress or lexical stress. The stress placed on words within sentences is called sentence stress or prosodic stress. This is one of the three components of prosody, along with rhythm and intonation.
- c. Intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words. In many languages, including English, intonation serves a grammatical function, distinguishing one type of phrase or sentence from another.

Intonation can show which parts of utterances are regarded as being background, given, common-ground material, and which parts carry the information focus. Given material in a clause typically has some kind of rising intonation contour, indicating incompleteness

there is something still to come while the new information that is added is more likely to carry a falling contour, indicating completion. This helps to make speech less dependent than writing on ordering." (Michael Swan, *Grammar*. Oxford University Press, 2005)

In this case the students who are able to pronounce correctly will be marked has a foreign accent.

2. Grammar

Warriner in Ramli (2003:6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaning full and part of words of language to communicate messages that are comprehensible. Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

3. Vocabulary

Vocabulary is one of the extreme aspect that support speaking activity. It deals with the right and appropriate word. Ur in Hormalis (2003:6) Mastering vocabulary is first step to speak English if we do

not master vocabulary we can not utterance what is our purpose. Harris (1986:84) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually imposible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary are virtually that of native speaker.

Vocabulary is important role in speaking skill. That is why, the students have to have a lot of vocabularies, it will influence their speaking fluently and they are not confuse in pronouncing or producing many words.

4. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the cap skill or other components of speaking. The student can called master of English because of their ability in speaking fluently. To know about fluency, according to Manser (1995:61), fluency is an ability to speak a language smoothly and easily. The students who can speak fluently they will not have any difficulties in pronouncing or producing a great deal of word.

Harris (1986:81) says, “fluency is the easy and speed of the flow of speech”.

Longman in Hornsby (2003:7) states that the fluency is the quality or condition of being fluent. It is the capacity skill to use the language spontaneously and confidently and without undue pauses and hesitation. In speaking, we must speak fluently because listeners are able to respond to what we say.

5. Comprehension

Manser (1995:81) states that comprehension is the power to understand something. The power refers to the students’ ability to make their speaking can be understood easily by other students’ listening or inviting to speak. Comprehension is closely related to good pronunciation, mastering grammar well, and has a great deal with vocabularies and fluency.

According to Harris (1986:84), there are five sets of qualities to be related in comprehending English speaking. They are as follows:

- a) Cannot be said to understand even the simple English conversation.
- b) Has a great difficulty following what is said can be comprehend only “social conversation” spoken slowly and with frequent repetition.

- c) Understand early everything at normal speed.
- d) Although occasion and repetition may be necessary.
- e) Appear to understand everything without difficulty.

In speaking, comprehension is needed, if not misunderstanding will happen between speaker and listener and the communication can not run well.

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking.

Moreover, those elements will be the instrument or scoring rubric for the speaking test in this study. Each element has the scoring scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

d) Teaching Speaking

For many years people taught teaching speaking is students repeating sentences and reciting memorizing text book dialogues. Usually teaching speaking it used audio lingual method is repetition drills were designed to familiarize students with the sounds and structural pattern of target language. Teaching speaking involved providing students with the components of the language all together and speak then students make spend several semesters with repeating the teacher, studying grammar

rules, reciting dialogues and learning vocabularies. However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use language. For this case, students should master several speaking components', such as pronunciation, grammar, vocabulary and fluency (Syakur, 1987: 3).

Teaching (Brown, 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. What is meant by "teaching speaking" is to teach EFL learners to:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works (Harmer, 2007:275). Harmer suggests a basic methodological model for teaching productive skill which is embedded in

the teaching and learning process done in the research study. The steps are *lead-in, set the task, monitor the process, and task feedback*.

English is one of the compulsory subjects taught in Junior High School in Indonesia. The major aims of English are as follows:

- 1) To develop communicative competences both written and oral ones to achieve the functional literacy level.
- 2) To have awareness about the nature and the importance of English ability in the global community; and
- 3) To develop students' understanding about the relationship between culture and language.

According to Hughes (2002:6), "the goal of teaching speaking is communicative efficiency". So, in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.

In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exiting. And then, teaching speaking must be an enjoyable and fun activity that makes the student feels secure and confident to speak up and express their feeling freely.

e) Teaching Speaking Strategies

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009).

Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students to learn speaking so that the students can use speaking to learn.

a. Using minimal responses

Language learners who lack of confidence in their ability to participate successfully in oral interaction often listen in silence while

others do the talking. One way to encourage such learners beginning to participate is helping them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologise, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follow it can often be anticipated.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not been understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of

interaction, whatever the participants of language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

B. Story Telling

a) Definition of story telling

Storytelling is one of the speaking techniques which is usually used in teaching speaking skill. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have (Kayi, 2012). "Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker & Greene, 1985, p. 28).

According to their definition, the components of a story include storyteller, story listener, its topic, and authentic-based issues. Telling is the live person to person oral and physical presentation of a story to an audience. "Telling" involves direct contact between teller and listener. Storytelling is one of the speaking techniques which is usually used in teaching speaking skill. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling is the fosters of creative thinking. It also helps students express ideas in the format of beginning, development, and

ending, including the characters and setting a story has to have (Kayi, 2012).

Maynard (2005) stated that stories are important to people, politics, and education. Different people in different ages tell stories in different ways to other people in other ages and make use of them for different purposes. For example, in young people's stories which they act out as they play, it can be seen that how they show people are related to one another, what their imagination about their future wishes and needs are, and how to behave. In the case of adult storytellers, they tend to tell, describe, hesitate, and recommend about the most influential values around the world.

Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker & Greene, 1985, p. 28). As people we like to share their stories or experience and storytelling is thought of as something belonging to a preindustrial or mythical past. Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view.

As the understanding of storytelling explained above, it can be concluded that actually storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural

preservation, and instilling moral values. It also has elements that have to be noticed, they are plot, characters, and narrative point of view.

b) The Aims of Story Telling

According to Ellis and Brewster, storytelling technique can motivate students to develop positive attitudes towards the foreign language and language learning. In every story, there will be a moral message that can be taken, whether it is negative or positive. If it is negative, teacher must tell the students not to copy, but if it is positive, teacher must tell the students to do so. Moreover, through storytelling students will be taught listening, good oral language, plot, sequencing, characterization.

Also, according to Dawn (1999) “the importance of storytelling is about visualization, so storytelling mentally stimulates students as they naturally begin to imagine and make sense of the story while they listen.”

Storytelling can increase students’ ability to share social experience. Storytelling is not only enjoyable, but can help build up students’ confidence and encourage social and emotional development. Oral storytelling allows students to show their communication skill. It results in the use of paralinguistic features (gestures, facial expression) as well as linguistic features (use tense, linking devices, clarification of ambiguity). Samantaraya (2014, p. 41) state that there are some objectives of storytelling in teaching English skill; (a) to enhance students’ confidence in speaking skill (b) to develop problem solving (c) to teach

narrative structure and practice description (d) to improve pronunciation and intonation (e) to encourage interaction and share culture.

Here, the writer believes that storytelling technique is an effective strategy that incorporation the aesthetic ways of knowing into instruction. Also, storytelling has one benefit in enhancing the arts of education of English and surely motivate students to connect with their learning process (Miller and Pennycuuf, 2008, pp. 41-42).

From those aims of storytelling, it can be concluded that storytelling gives many benefits besides improving speaking skills. Other skills that can be improve through storytelling, such as students' positive attitudes towards the foreign language and language learning, listening, good oral language, plot, sequencing, characterization, students' ability to share social experience and linguistic features.

c) Advantages and Disadvantages of Storytelling

According to Zenger (1997:68) there are some advantages and disadvantages by applying storytelling in teaching learning process.

A. Advantages

1. Cultivates imagination and meditation.
2. Helps with formulation of listening skill.
3. Furnishes the time for creative expression.
4. Stimulates interest and learning.
5. Provides a close contact with the students

B. Disadvantages

1. May lead to discipline problems unless attention is paid to students' attention spans and their interests.
2. Difficult if the room is crowded and some cannot see.
3. Sometimes difficult to find words that all in a particular group will understand.

C. Media

a) The Definition of Media

Media is one of the teaching components which should be involved in teaching learning process. By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand to the material presents. Media would help to make the good condition for the learners to identify or describe someone or something.

Media can give effective relationship between students and materials. Arsyad (2003) states that media is graphic, photographic or electronic instrument for catching, processing, re-arranging visual or verbal information. In other word, he states that media is instrument that can be used to distribute some points in a material of subject.

Then, according to Gagne in Sadiman (2003), media is defined as some, explaining information, ideas, etc. However, it will enrich the foreign language learner if the teacher notices the basic of media as follow: media

should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learner's characteristics, and media should interest the student's attention. media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learner's characteristics, and media should interest the students' attention.

b) The Function of Media

There are so many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Murcia, 2001: 461). According to Wright (2006: 38) there are some functions of media, as follow:

1. To motivate the students
2. To create a context within which his written text will have meaning
3. To provide students with information to refer to, including objects, actions, events, relationship.
4. To provide non-verbal cues for manipulation practices
5. To provide non-verbal prompts to written composition teacher in their teaching learning process.

From the statement, the writer can say that media can improve the students' performance and their learning ability. Meanwhile Murcia(2001: 461) states that media can also serve an important motivator in the language teaching process.

c) The Types of Media

Generally, there are three kinds of media. They are audio, visual, and audiovisual. Arsyad (2003) states there are some types of media. They are printed media, audio-visual media and media come from printed and computer technology. Then, according to Gerlach in Rohani (1997), media can be divided into real materials, printed materials, and display materials. Then, Thomas in Rohani (1997) states that chart, diagram, picture, comic, caricature, overhead projector transparent, film slide, audio aids, audio-visual media, are kinds of media that can be used in teaching and learning process. From some definitions above it can be categorized that the kinds of media are visual media, audio media, audio-visual media, and multimedia.

D. Puppet

a) Definition of Puppets

"A puppet is an inanimate figure that is made to move by human effort before an audience (Baird, 1973:13). McCaslin (1984:120) in Overholt (2010) states definition of puppet as "'actors' who come to life with the help of a puppeteer", either pre-fabricated or student made

characters that are physically manipulated by the students and serve to represent a character related to the selected text". A puppet is a jointed representation of a human, an animal, or, abstract figure. He said, "A puppet can be manipulated to give an illusion of life." The puppet is then defined as a "theatrical figure perceived by an audience to be an object, that is, given design, movement and frequently, speech, so that it fulfils the audience's desire to imagine it as having life, by creating a double vision of perception and imagination, the puppet pleasurably challenges the audience's understanding of the relationship between object and life" (Tillis, 1992:65 in Widjajanto, et al., 2009).

Puppets may be able to express ideas and feelings that the puppeteer may not be able to express himself. It can be one of the media to teaching speaking. Suyanto, (2010:103) states that: the teacher can use puppets for all activities. By move it, the teacher can make puppets speak, move, and walk

Khirshenbaum (2011) states that: When a person creates a puppet, he can only create a character about which he knows something. This may be inner knowledge, emotional knowledge, knowledge about another character from a book or a movie or other media, or knowledge gathered from life experiences. He cannot create a character about which he knows nothing, for then, there would be nothing to create.

For young learners, puppet are effective mechanisms for drawing out responses as depersonalising issues in this way encourages more focussed and applied thinking (Hodgson & Pyle, 2010)

b) The types of puppet

There are several types of puppet which can be used by teachers as medium in teaching. Here are several types of puppet taken from CHETNA (1995):

- a. Glove/Hand Puppet; it is used by the presenter's hand which becomes the puppet's body.
- b. String Puppet; the puppet's movements are controlled by the strings attached to different parts of its body i.e. hands, legs, head, etc.
- c. Rod Puppet; it is used by tighten the puppet's body to the rods or sticks.
- d. Shadow Puppet; it is basically flat puppets which is operated on a screen with a light behind or above the screen so that the audience can see the shadow of the puppet.

Other kinds of puppet are also presented by Yellen, Blake and DeVries (2004):

- a. Sock puppets which are demonstrated by placing fingers in the toe and the thumb in the heel. The puppet comes alive by opening and closing the hand. The sock is added by cloth, felt,

buttons, beads, yarn and so on to make the eyes, nose, mouth, and ears.

- b. Finger puppets which are made of old glove. On each finger, draw, color, or paint facial features of different characters and add bits of yarn, sequins, or buttons. Each finger should contain a face with a different expression or look.
- c. Paper-bag puppets which are made of the paper bag. Large bags can be placed over children's heads and worn as full masks. Holes for eyes, nose, and mouth can be cut and the bags decorated with crayons or other materials. Smaller paper bags lend themselves as hand puppets.
- d. Stick and ball puppets which are made of wooden dowel, tongue depressor, or bent coat hanger plus a plastic foam ball or old tennis ball. First, cover the ball with felt or cloth and draw in the facial features. Then decorate with string, small buttons, and so on. Next, insert the stick to support the head. Finally, cover the stick with a loose cloth, decorated to form a distinctive costume for your puppet. Insert your hand beneath the cloth and grasp the stick.
- e. Shadow puppets which are made of stiff cardboard or oak tag. Cut a puppet shape from the flat pattern in profile. Next, attach the cutout to a stick to be held by the student puppeteer. Create the stage by stretching a sheet of translucent cloth tightly in a

frame. Stand behind the frame and place a bright light behind the puppet and the screen. The audience sees a dark silhouette or shadow against the light screen.

c) The Benefits of Puppet

Puppetry or puppet can help students internalize language patterns, enhance listening skills, develop risk-taking skills and students' confidence and provide opportunities for students to work cooperatively as a group (Lepley: 2001). Working cooperatively as a group makes students more confidence to take and share their ideas. She adds that the use of puppetry helps students to comprehend the structure of the story such as plot, theme, characterization and other elements.

In Boeriswati's research (2013), it was found that puppet encourage students to speak, be confidence, be more interested in learning. Moreover, Martin (2009) stated that the puppet can create tension, curiosity, and excitement and it can be used to impart knowledge by repeating something said or repeated wrongly so that the students have to correct it. Besides that, the puppet can helps teachers represent the foreign language in authentic way. Puppet gives opportunity for students to communicate not only in group but also in individual communication (Ruddell et al., 1994; Bennett, 2002). In addition, the purposes of teaching English by using puppets is stated by Mahoney (1998:72) in Nilawati (2009). They are: (a) to develop students imagination and creativity; (b) to provide opportunities for students to share oral interpretations; and (c) to

provide a supportive environment for experimenting with voice and language.

Maynard (2005) stated that stories are important to people, politics, and education. Different people in different ages tell stories in different ways to other people in other ages and make use of them for different purposes. For example, in young people's stories which they act out as they play, it can be seen that how they show people are related to one another, what their imagination about their future wishes and needs are, and how to behave. In the case of adult storytellers, they tend to tell, describe, hesitate, and recommend about the most influential values around the world.

E. The Scoring of Speaking Performance

Scoring language performance is important for all second language speaking test. During different historical stages, scoring speaking performance has reflected an attempt at "exactness" (Jin, Mak, & Zhou, 2011).

Rubrics are known as a popular tool used by teachers to communicate expectations for an assignment, providing focused feedback on works in progress and grading final products. That statement is in line with research results carried out by some experts. They are Andrade (2000), Goodrich (1997), Moskal (2003) and Popham (1997). As a tool in testing students' performance, rubrics can teach as well as evaluate.

a) Definition of Rubric

Arter & Chappuis (2006) define several definitions of rubric by finding characteristics of rubrics. They states that rubrics identify complex, meaningful tasks and allow for consistent judgments regarding the quality of student work. The features of quality work of the students which are observed are what a rubric defines.

Asmus (1999) says that rubrics are a guideline for rating students' performance. Most band, choir, or orchestra festivals have such guides for adjudicators when they rate ensemble performance. The guideline of performances specifies what a performance is like at various levels such as superior, excellent, good, and poor and also on various musical attributes like tone, intonation, balance, technique, etc. The key elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels.

From explanation above, it can be concluded that rubrics are an explicit set of criteria used for assessing a particular type of work or performance. A rubric usually also includes levels of potential achievement for each criterion, and sometimes also includes work or performance samples that typify each of those levels. Levels of achievement are often given numerical scores.

b) Component of Rubrics

There are four components to a rubric. They are a task description, task dimensions, a performance scale, and cell descriptions (Steven &

Levi, 2004). The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale identifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Finally, cell descriptions prepare what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score. All components can be seen in the table below.

c) Types of Rubric

There are four types of rubrics in scoring students' performance (Arter, 2000). They are holistic rubrics, analytic rubrics, general, and task specific. Each type has its own characteristics. They also provide benefits and drawbacks. The teacher can choose what rubrics they need to score his students.

Holistic rubrics provide a single score based on overall impression of a student's performance on a task. This type of rubrics is quick scoring. It also provides overview of students' achievement. So, the teacher is able to use this type when he wants a quick snapshot of achievement. In addition, it is reliable to use if a single dimension is adequate to define

quality. However, it does not provide detailed information, may be difficult to provide one overall score.

Analytic rubrics provide specific feedback along several dimensions. The teacher is able to get more detailed feedback. The scoring that the teacher does will be more consistent across students and graders. The drawback of this type is that the teacher needs more time to score. In short words, this type of rubrics is able to be used if the teacher wants himself and his students to see the strengths and weaknesses of the students' performance and assess complicated skills or performance. It is also great to use if the teacher wants to give detailed feedback to the students' performance.

General rubrics contain criteria that are general across tasks. If the teacher wants to use the same rubrics across different tasks, this type of rubrics is really recommended. However, the rubrics cannot provide specific feedback. So, when the teacher wants to assess reasoning, skills, and products and also the students do not do exactly the same task, this type is what the teacher may select.

Task specific rubrics are unique to a specific task. The advantage of this type is more reliable assessment of performance on the task. Then, the disadvantage of task specific rubrics is difficult to construct rubrics for all specific tasks. In other words, this type of rubrics is the best preference if the teacher wants to assess knowledge when consistency of scoring is extremely important.

d) Speaking Scoring Rubrics

Rubrics provide some points that are needed in scoring speaking skills. In developing rubrics, the teacher as an examiner should establish criteria to make the score objective. It has been known that in speaking skill, there are language features that should be focus on in testing speaking. So, if the teacher decides to use rubrics in testing speaking, they are able to get language features as criteria and standard that should become consideration in giving score.

Rubrics help to improve student performance and increase learning of speaking skill. They demonstrate clearly how assignments will be evaluated, the evaluation criteria that are established by putting language features and expectations for assignments. Giving the rubrics before assignment let the students know what aspect that they should improve to prepare the test. After the assignment, the students will know the result specifically so that they notice on what aspect they should improve more. In testing speaking of second language learning, four components are emphasized. Those include vocabulary, grammar, pronunciation, fluency and comprehension. Accurate assessment of limited-English speaking learners requires a total description of the communication skills, linguistic structures, and functional usage of the learner's language within all social domains (Silverman, Noa, Russel & Molina, 1976). So, the teacher needs to choose rubrics that can be used to grade those four components in

speaking. From the characteristics of rubrics, analytic is proper to score the skill.

Using rubrics in speaking will reduce grading time. The teacher does not need to think over and over to give the score towards the students' speaking skill. He can prepare what aspects they should score then list those aspects in a sheet of paper. When the students perform, they will give the score directly without any confusedness. Research by Andrade and Du (2005) reveals that the teacher can cut grading time about 50 percent with some preparation.

There are four types of rubrics in scoring students' performance (Arter, 2000). They are holistic rubrics, analytic rubrics, general, and task specific. Each type has its own characteristics.

In this research the researcher used analytic rubrics. Analytic rubrics provide specific feedback along several dimensions. The teacher is able to get more detailed feedback. The scoring that the teacher does will be more consistent across students and graders. The drawback of this type is that the teacher needs more time to score. In short words, this type of rubrics is able to be used if the teacher wants himself and his students to see the strengths and weaknesses of the students' performance and assess complicated skills or performance. It is also great to use if the teacher wants to give detailed feedback to the students' performance. The researcher analytic rubrics' as follow:

No	Elements of Speaking	Score	Criteria
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topic.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		5	Equivalent vocabulary inadequate to express anything but the most elementary needs.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

		3	Able speaking the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topic. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech. Repetition or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects.
		3	comprehension is quite compete at a normal rate of speech.

		4	Can understand any conversation within the range of the experience.
		5	Equivalent to that of an educated native speaker
4	Fluency	1	no specific fluency description. Refer to other four language areas for implied level or fluency.
		2	Can handle with confidence but not with facility most social situation, including introduction and casual conversations about currents, events, as well as work, family and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.

5	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted native speakers.

F. Review of Previous Study

The first previous study comes from Wahyu Puspita Sari, (2012) *the effectiveness of shadow puppet a media in teaching speaking*, under graduated thesis. Faculty of language and art in University Negeri Yogyakarta. Investigated the implementation of shadow puppet as media of teching speaking in SMPN 2 and SMPN 3 Wates Kulon Progo. In this study the researcher has modified the puppet that is used media in story telling with a flat shape so that boy interested in using media because sex effects the child's psychology in choosing and liking something.

Shadow puppet is game with puppetry techniques however it has components which is different from traditional shadow puppets. Shadow

puppet is made up of puppet flat carton, oil paper flanked by two poles and light flashlight. The oil paper serves as a screen illuminated by a flashlight embossed shadows. The puppeteer plays an imitation of an animal or human made of cardboard. Artificial, tress, houses, can be used as backing support the place. The puppeteer laying behind the scenes to tell a story with utilizing existing equipment. With a screen illuminated by a flash light. The media is expected to concentrate the students' concentration on both the speakers and the listener.

The next previous study is from ZUBDATUL HUSNA, (2016) improving student's speaking ability by using finger puppet at first grade of MA PSM Mirigambar. Faculty of TBI in IAIN Tulungagung. In this research the researcher using finger puppet to retell the story of narrative text. The students divided into group and the teacher explain about puppet and show how it used. After explaining every student given the story and discussed with their group. After discussing they practice in front of class. This method is improving the students speaking and confident to stay and speak in front of their friend.